

# **Educational Planning and Assessment System (EPAS) College Readiness Standards and *Program of Studies* Standards Alignment**

## **Introduction**

### **Test: Reading**

#### **Kentucky's *Program of Studies* (POS) and the College Readiness Standards (CRS)**

The *Program of Studies*, Kentucky's mandated curriculum for all Kentucky schools, is a comprehensive document. Therefore, the CRS is embedded within the *Program of Studies*. While there has been an effort to align the standards as closely as possible in this document, readers will see that in some cases, there is not an exact standard match for the CRS within the POS. In these cases, the Kentucky Department of Education has found that the skill or skills identified within the CRS are often a component of a more complex POS standard and that the POS standard to which we have aligned the CRS may include the expectation that students demonstrate a variety of other, related skills.

In each tested area, educators should note the importance of reading and critical thinking skills necessary for students to perform well on the tests. It also is important to note that, from grade to grade, some standards may be the same or very similar. In these cases, teachers are expected to continually refine instruction so that students use increasingly complex skills to achieve the standards for each consecutive grade level.

#### **How to Use this Document**

This document is divided into tables with two columns. The left-hand column provides the College Readiness Standards (CRS) and descriptions of the skills and knowledge associated with what students are likely to know and be able to do based on their EXPLORE, PLAN and ACT test scores. The right-hand column provides the content standards from the *Program of Studies* that most closely match each College Readiness Standard.

Teachers may use this document to link instruction with assessment. By identifying the connections between the CRS and the POS, educators may better understand how the ACT College Readiness Standards are embedded within Kentucky's curriculum.

#### **Example**

##### **CRS Reading**

MID 201 (Score Range: 13 – 15) Recognize a clear intent of an author or narrator in uncomplicated literary narratives

##### **POS Reading**

##### **EL-8-DIU-S-6**

Students will demonstrate understanding of literary elements and literary passages/texts: explain the main idea of a passage

## **The Reading Test**

The reading test “measures students’ literal-level reading skills as well as their ability to make inferences, draw conclusions, generalize from specific data, and reason logically” (16).

## **Supplemental Information**

The specifications for the reading test for the EXPLORE, PLAN and ACT may be found in the supplemental information section for Reading on page 79. Clarifying information about text complexity and reading skills assessed within EPAS also is included.

## **Reference**

ACT. (2005). *Connecting College Readiness Standards to the Classroom: For Language Arts Teachers/Reading*.

# **Reading POS/CRS Alignment**

## **Strand 1—Main Idea and Author’s Approach (MID)**

College Readiness Standards	Kentucky Program of Studies
Score Range: 13-15	
Recognize a clear intent of an author or narrator in uncomplicated literary narratives	<p><b>EL-6-DIU-S-6</b> Students will demonstrate understanding of literary elements and literary passages/texts: identify characteristics of different types of literary texts (e.g., stories, poems, plays, folktales, historical fiction, realistic fiction, mysteries, science fiction, myths, legends).</p> <p><b>EL-6-IT-S-3</b> Students will use text references to explain author’s purpose, author’s message or theme and supporting evidence.</p> <p><b>EL-7-DIU-S-6</b> Students will demonstrate understanding of literary elements and literary passages/texts: identify and explain the main idea of a passage.</p> <p><b>EL-7-IT-S-3</b> Students will use text references to explain author’s purpose, author’s message or theme, and supporting evidence.</p> <p><b>EL-8-DIU-S-6</b> Students will demonstrate understanding of literary elements and literary passages/texts: explain the main idea of a passage.</p> <p><b>EL-8-IT-S-3</b> Students will use text references to explain author’s purpose, author’s message or theme, and supporting evidence.</p>
Score Range: 16-19	
Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives	<p><b>EL-9-DIU-S-5</b> Students will make text-based inferences; state generalizations; draw conclusions based on what is read.</p>

	<p><b>EL-9-IT-S-3</b> Students will use text references to explain author's purpose, author's message or theme, or supporting evidence.</p> <p><b>EL-9-DCS-3</b> Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements.</p> <p><b>EL-10-DIU-S-5</b> Students will make text-based inferences; state generalizations; draw conclusions based on what is read.</p> <p><b>EL-10-DIU-S-6</b> Students will demonstrate understanding of literary elements and literary passages/texts: explain the main ideas of a passage and identify the key ideas or information that support them.</p> <p><b>EL-10-IT-S-3</b> Students will use text references to explain author's purpose, author's message or theme, or supporting evidence.</p>
Score Range: 20-23	
Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives	<p><b>EL-11-DIU-S-1</b> Students will use comprehension strategies (e.g., using prior knowledge, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts.</p> <p><b>EL-11-DIU-S-5</b> Students will make text-based inferences; state generalizations; draw conclusions based on what is read.</p> <p><b>EL-11-DIU-S-6</b> Students will demonstrate understanding of literary elements and literary passages/texts: explain the main ideas of a passage and identify the key ideas or information that support them.</p> <p><b>EL-11-DCS-S-7</b> Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events, genres).</p>
Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated	<p><b>EL-11-DIU-S-6</b> Students will demonstrate understanding of literary elements and literary passages/texts: explain the main ideas of a passage and identify the key ideas or information that support them.</p>

passages	<p><b>EL-11-IT-S-3</b> Students will use text references to explain author's purpose, author's message or theme (including universal themes), arguments and supporting evidence.</p> <p><b>EL-11-IT-S-5</b> Students will demonstrate understanding of literary elements and literary passages/texts: analyze the use of supporting details as they relate to the author's message.</p> <p><b>EL-11-IT-S-5</b> Students will demonstrate understanding of literary elements and literary passages/texts explain author's craft as appropriate to genre (e.g., metrics, rhyme scheme, analogy, symbolism, allusion, soliloquy).</p> <p><b>EL-11-IT-S-6</b> Students will demonstrate understanding of informational passages/texts: analyze the effectiveness of use of persuasive techniques (e.g., logical/emotional/ethical appeal, repetition, allusion) or propaganda techniques (e.g., testimonial, bandwagon, transfer, personal attack).</p> <p><b>EL-11-IT-S-6</b> Students will demonstrate understanding of informational passages/texts: explain the purpose of text features in different types of informational texts (e.g., periodicals, newspapers, online texts, public documents/public discourse, essays, editorials, textbooks, technical manuals/reports, Internet websites, electronic media).</p> <p><b>EL-11-DCS-S-3</b> Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements.</p>
Score Range: 24-27	
Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages	<p><b>EI-11-DIU-S-6</b> Students will demonstrate understanding of literary elements and literary passages/texts explain the main ideas of a passage and identify the key ideas or information that support them.</p> <p><b>EL-11-DIU-S-7</b> Students will demonstrate understanding of informational passages/texts: use information from text to state and support central/main idea.</p> <p><b>EL-11-IT-S-3</b> Students will use text references to explain author's purpose, author's message or theme (including</p>

	universal themes), arguments and supporting evidence.
Infer the main idea or purpose of straightforward paragraphs in more challenging passages	<p><b>EL-11-DIU-S-1</b> Students will use comprehension strategies (e.g., using prior knowledge, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts</p> <p><b>EL-11-DIU-S-5</b> Students will make text-based inferences; state generalizations; draw conclusions based on what is read</p>
Summarize basic events and ideas in more challenging passages	<p><b>EL-11-DIU-S-4</b> Students will paraphrase and summarize information from texts of various lengths; distinguish between a summary and a critique</p>
Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages	<p><b>EL-11-IT-S-6</b> Students will demonstrate understanding of informational passages/texts: use text references to support conclusions about what is read; for example, author's opinion about a subject</p> <p><b>EL-11-DCS-S-3</b> Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements</p>
<b>Score Range: 28-32</b>	
Infer the main idea or purpose of more challenging passages or their paragraphs	<p><b>EL-11-DIU-S-1</b> Students will use comprehension strategies (e.g., using prior knowledge, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts.</p> <p><b>EL-11-DIU-S-5</b> Students will make text-based inferences; state generalizations; draw conclusions based on what is read.</p>
Summarize events and ideas in virtually any passage	<p><b>EL-11-DIU-S-4</b> Students will paraphrase and summarize information from texts of various lengths; distinguish between a summary and a critique</p>
Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage	<p><b>EL-11-IT-S-6</b> Students will demonstrate understanding of informational passages/texts: use text references to support conclusions about what is read; for example, author's opinion about a subject</p> <p><b>EL-11-DCS-S-3</b> Students will evaluate what is read, based on the author's purpose, message, word choice, sentence</p>

	variety, content, tone, style or use of literary elements
Score Range: 33-36	
Identify clear main ideas or purposes of complex passages or their paragraphs	<p><b>EL-11-DIU-S-5</b> Students will make text-based inferences; state generalizations; draw conclusions based on what is read.</p> <p><b>EI-11-DIU-S-6</b> Students will demonstrate understanding of literary elements and literary passages/texts: explain the main ideas of a passage and identify the key ideas or information that support them.</p> <p><b>EL-11-DIU-S-7</b> Students will demonstrate understanding of informational passages/texts use information from text to state and support central/main idea.</p> <p><b>EL-11-IT-S-3</b> Students will use text references to explain author's purpose, author's message or theme (including universal themes), arguments and supporting evidence.</p> <p><b>EL-11-IT-S-6</b> Students will demonstrate understanding of informational passages/texts: use references from the text to state central ideas and details that support them; analyze the importance and relevance of details used in a text.</p> <p><b>EL-11-IT-S-6</b> Students will demonstrate understanding of informational passages/texts: use text references to support conclusions about what is read; for example, author's opinion about a subject.</p> <p><b>EL-11-DCS-S-3</b> Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements.</p> <p><b>EL-11-DCS-S-2</b> Students will analyze the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support, deductive/inductive) and explain how effective it is in understanding the passage and meeting the author's purpose.</p>

## Reading POS/CRS Alignment

### Strand 2—Supporting Details (SUP)

College Readiness Standards	Kentucky Program of Studies
Score Range: 13-15	
<p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p>	<p><b>EL-6-DIU-S-7</b> Students will demonstrate understanding of informational passages/texts: locate key ideas, information, facts or details.</p> <p><b>EL-7-FF-S-4</b> Students will use a variety of reading strategies to understand vocabulary and texts: scan to find specific key information; skim to get the general meaning of a passage.</p> <p><b>EL-7-DIU-S-7</b> Students will demonstrate understanding of informational passages/texts: locate key ideas, information, facts or details.</p> <p><b>EL-7-IT-S-3</b> Students will use text references to explain author's purpose, author's message or theme, and supporting evidence.</p> <p><b>EL-8-DIU-S-7</b> Students will demonstrate understanding of informational passages/texts: locate key ideas, information, facts or details.</p> <p><b>EL-8-IT-S-3</b> Students will use text references to explain author's purpose, author's message or theme, and supporting evidence.</p>
Score Range: 16-19	
<p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p>	<p><b>EL-9-FF-S-4</b> Students will use a variety of reading strategies to understand vocabulary and texts: scan to find specific key information; skim to get the general meaning of a passage.</p>



	<p><b>EL-9-IT-S-5</b> Students will demonstrate understanding of literary elements and literary passages/texts: analyze the use of supporting details as they relate to the author's message.</p> <p><b>EL-10-FF-S-4</b> Students will use a variety of reading strategies to understand vocabulary and texts: scan to find specific key information; skim to get the general meaning of a passage.</p> <p><b>EL-10-DIU-S-6</b> Students will demonstrate understanding of literary elements and literary passages/texts: explain the main ideas of a passage and identify the key ideas or information that support them.</p> <p><b>EL-10-IT-S-3</b> Students will use text references to explain author's purpose, author's message or theme, or supporting evidence.</p> <p><b>EL-10-IT-S-5</b> Students will demonstrate understanding of literary elements and literary passages/texts: analyze the use of supporting details as they relate to the author's message.</p> <p><b>EL-10-IT-S-6</b> Students will demonstrate understanding of informational passages/texts: use evidence from the text to state the central ideas and details that support them; analyze the importance and relevance of details used in a text.</p>
Recognize a clear function of a part of an uncomplicated passage	<p><b>EL-9-DIU-S-5</b> Students will make text-based inferences; state generalizations; draw conclusions based on what is read.</p> <p><b>EL-9-IT-S-3</b> Students will use text references to explain author's purpose, author's message or theme, or supporting evidence.</p> <p><b>EL-10-DIU-S-5</b> Students will make text-based inferences; state generalizations; draw conclusions based on what is read.</p>

	<p><b>EL-10-DIU-S-6</b> Students will demonstrate understanding of literary elements and literary passages/texts: explain the main ideas of a passage and identify the key ideas or information that support them.</p> <p><b>EL-10-IT-S-3</b> Students will use text references to explain author's purpose, author's message or theme, or supporting evidence.</p> <p><b>EL-10-IT-S-5</b> Students will demonstrate understanding of literary elements and literary passages/texts: analyze the use of supporting details as they relate to the author's message.</p> <p><b>EL-10-IT-S-6</b> Students will demonstrate understanding of informational passages/texts: use evidence from the text to state the central ideas and details that support them; analyze the importance and relevance of details used in a text.</p>
Score Range: 20-23	
Locate important details in uncomplicated passages	<p><b>EL-11-DIU-S-6</b> Students will demonstrate understanding of literary elements and literary passages/texts: explain the main ideas of a passage and identify the key ideas or information that support them.</p> <p><b>EL-11-DIU-S-7</b> Students will demonstrate understanding of informational passages/texts: locate key ideas, information, facts or details.</p> <p><b>EL-11-IT-S-3</b> Students will use text references to explain author's purpose, author's message or theme (including universal themes), arguments and supporting evidence.</p> <p><b>EL-11-IT-S-5</b> Students will demonstrate understanding of literary elements and literary passages/texts: analyze the use of supporting details as they relate to the author's message.</p> <p><b>EL-11-IT-S-6</b> Students will demonstrate understanding of informational passages/texts: use references from the text to state central ideas and details that support them; analyze the importance and relevance of details used in a text.</p>

Make simple inferences about how details are used in passages	<b>EL-11-DIU-S-5</b> Students will make text-based inferences; state generalizations; draw conclusions based on what is read.
<b>Score Range: 24-27</b>	
Locate important details in more challenging passages	<b>EL-11-FF-S-3</b> Students will use a variety of reading strategies to understand vocabulary and texts: scan to find specific key information; skim to get the general meaning of a passage.  <b>EL-11-DIU-S-6</b> Students will demonstrate understanding of literary elements and literary passages/texts: explain the main ideas of a passage and identify the key ideas or information that support them.  <b>EL-11-DIU-S-7</b> Students will demonstrate understanding of informational passages/texts: locate key ideas, information, facts or details.
Locate and interpret minor or subtly stated details in uncomplicated passages	<b>EL-11-DIU-S-6</b> Students will demonstrate understanding of literary elements and literary passages/texts: explain the main ideas of a passage and identify the key ideas or information that support them.  <b>EL-11-IT-S-3</b> Students will use text references to explain author's purpose, author's message or theme (including universal themes), arguments and supporting evidence.
Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages	<b>EL-11-IT-S-5</b> Students will demonstrate understanding of literary elements and literary passages/texts analyze the use of supporting details as they relate to the author's message.  <b>EL-11-IT-S-6</b> Students will demonstrate understanding of informational passages/texts: use references from the text to state central ideas and details that support them; analyze the importance and relevance of details used in a text.
<b>Score Range: 28-32</b>	
Locate and interpret minor or subtly stated details in more challenging passages	<b>EL-11-DIU-S-6</b> Students will demonstrate understanding of literary elements and literary passages/texts: explain the main ideas of a passage and identify the key ideas or information that support them.

	<p><b>EL-11-IT-S-3</b> Students will use text references to explain author's purpose, author's message or theme (including universal themes), arguments and supporting evidence.</p>
Use details from different sections of some complex informational passages to support a specific point or argument	<p><b>EL-11-DCS-S-4</b> Students will form and support warranted judgments/opinions/conclusions about central ideas.</p> <p><b>EL-11-DCS-S-8</b> Students will evaluate arguments, interpret and analyze information from multiple sources; for example, synthesize arguments or claims to discover the relationship between the parts, understand induction and deduction, determine unstated assumptions.</p> <p><b>EL-11-DCS-10</b> Students will evaluate the range and quality of evidence used to support or oppose an argument.</p>
Score Range: 33-36	
Locate and interpret details in complex passages	<p><b>EL-11-DIU-S-5</b> Students will make text-based inferences; state generalizations; draw conclusions based on what is read.</p> <p><b>EL-11-DIU-S-6</b> Students will demonstrate understanding of literary elements and literary passages/texts: explain the main ideas of a passage and identify the key ideas or information that support them.</p> <p><b>EL-11-DIU-S-7</b> Students will demonstrate understanding of informational passages/texts: use information from text to state and support central/main idea.</p> <p><b>EL-11-IT-S-3</b> Students will use text references to explain author's purpose, author's message or theme (including universal themes), arguments and supporting evidence.</p> <p><b>EL-11-IT-S-6</b> Students will demonstrate understanding of informational passages/texts: use references from the text to state central ideas and details that support them; analyze the importance and relevance of details used in a text.</p>

<p>Understand the function of a part of a passage when the function is subtle or complex</p>	<p><b>EL-11-IT-S-3</b> Students will use text references to explain author's purpose, author's message or theme (including universal themes), arguments and supporting evidence.</p> <p><b>EL-11-DCS-10</b> Students will evaluate the range and quality of evidence used to support or oppose an argument.</p>
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## Reading POS/CRS Alignment

### Strand 3—Sequential, Comparative and Cause-Effect Relationships (REL)

College Readiness Standards	Kentucky Program of Studies
Score Range: 13-15	
Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages	<p><b>EL-6-DCS-S-2</b> Students will identify the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential) and explain how it helps in understanding the passage (e.g., organizing key ideas) and meeting the author's purpose.</p> <p><b>EL-7-DCS-S-2</b> Students will apply knowledge of the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution) and explain how it helps in understanding the passage and meeting the author's purpose.</p> <p><b>EL-8-DCS-S-2</b> Students will identify the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support) and explain how it helps in understanding the passage and meeting the author's purpose.</p>
Recognize clear cause-effect relationships described within a single sentence in a passage	<p><b>EL-6-DIU-S-2</b> Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, description, classification, logical/sequential), to aid in comprehension.</p> <p><b>EL-7-DIU-S-2</b> Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid in comprehension.</p> <p><b>EL-8-DIU-S-2</b> Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition/support, description, classification, logical/sequential) to aid in comprehension.</p>

Score Range: 16-19	
<p>Identify relationships between main characters in uncomplicated literary narratives</p>	<p><b>EL-9-DCS-5</b> Students will interpret the interactions between and among literary elements within and across a variety of texts.</p> <p><b>EL-9-DCS-7</b> Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events, genres).</p> <p><b>EL-10-DCS-S-3</b> Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements.</p> <p><b>EI-10-DCS-S-5</b> Students will interpret the interactions between and among literary elements within and across a variety of texts.</p> <p><b>EL-10-DCS-S-7</b> Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events, genres).</p>
<p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p>	<p><b>EL-9-DIU-S-2</b> Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition/support, description, classification, logical/sequential) to aid in comprehension.</p> <p><b>EL-9-IT-S-2</b> Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid comprehension.</p> <p><b>EL-9-DCS-S-2</b> Students will identify organizational patterns and describe how understanding the structure helps to understand the text; analyze the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support, deductive/inductive) and explain how effective it is in understanding the passage and meeting the author's purpose.</p> <p><b>EL-10-DIU-S-2</b> Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition/support, description, classification, logical/sequential) to aid in comprehension.</p>

	<p><b>EI-10-IT-S-2</b> Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) to aid comprehension.</p> <p><b>EL-10-DCS-S-2</b> Students will identify organizational patterns and describe how understanding the structure helps to understand the text; analyze the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support, deductive/inductive) and explain how effective it is in understanding the passage and meeting the author's purpose.</p>
Score Range: 20-23	
Order simple sequences of events in uncomplicated literary narratives	<p><b>EL-11-DIU-S-2</b> Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition/support, description, classification, logical/sequential, deductive/inductive) to aid in comprehension.</p> <p><b>EL-11-IT-S-2</b> Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential, deductive/inductive) to aid comprehension.</p> <p><b>EL-11-DCS-S-2</b> Students will analyze the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support, deductive/inductive) and explain how effective it is in understanding the passage and meeting the author's purpose.</p>
Identify clear relationships between people, ideas, and so on in uncomplicated passages	<p><b>EL-11-IT-S-5</b> Students will demonstrate understanding of literary elements and literary passages/texts: analyze the relationship between a character's motivation and behavior, as revealed by the dilemmas.</p>
Identify clear cause-effect relationships in uncomplicated passages	<p><b>EL-11-IT-S-2</b> Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential, deductive/inductive) to aid comprehension.</p> <p><b>EL-11-DCS-S-2</b> Students will analyze the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support, deductive/inductive) and explain how effective it is in understanding the passage and meeting the author's purpose.</p>



<b>Score Range: 24-27</b>	
Order sequences of events in uncomplicated passages	<p><b>EL-11-DIU-S-2</b> Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition/support, description, classification, logical/sequential, deductive/inductive) to aid in comprehension.</p> <p><b>EL-11-DCS-S-2</b> Students will analyze the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support, deductive/inductive) and explain how effective it is in understanding the passage and meeting the author's purpose.</p>
Understand relationships between people, ideas, and so on in uncomplicated passages	<p><b>EL-11-DCS-S-3</b> Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements.</p>
Identify clear relationships between characters, ideas, and so on in more challenging literary narratives	<p><b>EL-11-DCS-S-7</b> Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events, genres).</p>
Understand implied or subtly stated cause-effect relationships in uncomplicated passages	<p><b>EL-11-IT-S-2</b> Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential, deductive/inductive) to aid comprehension.</p> <p><b>EL-11-IT-S-5</b> Students will demonstrate understanding of literary elements and literary passages/texts: analyze the relationship between a character's motivation and behavior, as revealed by the dilemmas.</p> <p><b>EL-11-DCS-S-5</b> Students will analyze the interactions between and among literary elements within and across a variety of texts.</p>
Identify clear cause-effect relationships in more challenging passages	<p><b>EL-11-DCS-S-2</b> Students will analyze the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support, deductive/inductive) and explain how effective it is in understanding the passage and meeting the author's purpose.</p>
<b>Score Range: 28-32</b>	
Order sequences of events in more challenging passages	<p><b>EL-11-DIU-S-2</b> Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition/support, description, classification, logical/sequential, deductive/inductive) to aid in comprehension.</p>

	<p><b>EL-11-DCS-S-2</b> Students will analyze the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support, deductive/inductive) and explain how effective it is in understanding the passage and meeting the author's purpose.</p>
Understand the dynamics between people, ideas, and so on in more challenging passages	<p><b>EL-11-DCS-S-3</b> Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements.</p>
Understand implied or subtly stated cause-effect relationships in more challenging passages	<p><b>EL-11-IT-S-2</b> Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential, deductive/inductive) to aid comprehension.</p> <p><b>EL-11-IT-S-5</b> Students will demonstrate understanding of literary elements and literary passages/texts: analyze the relationship between a character's motivation and behavior, as revealed by the dilemmas.</p> <p><b>EL-11-DCS-S-5</b> Students will analyze the interactions between and among literary elements within and across a variety of texts.</p>
Score Range: 33-36	
Order sequences of events in complex passages	<p><b>EL-11-IT-S-4</b> Students will organize ideas within and across texts to show understanding of central ideas and interrelationships (e.g., charting, semantic mapping, graphic organizers, outlining).</p> <p><b>EL-11-DCS-S-2</b> Students will analyze the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support, deductive/inductive) and explain how effective it is in understanding the passage and meeting the author's purpose.</p>
Understand the subtleties in relationships between people, ideas, and so on in virtually any passage	<p><b>EL-11-IT-S-5</b> Students will demonstrate understanding of literary elements and literary passages/texts: analyze the relationship between a character's motivation and behavior, as revealed by the dilemmas.</p> <p><b>EL-11-DCS-S-3</b> Students will evaluate what is read, based on the author's purpose, message, word choice, sentence variety, content, tone, style or use of literary elements.</p> <p><b>EL-11-DCS-S-5</b> Students will analyze the interactions between and among literary elements within and across a variety of texts.</p>

<p>Understand implied, subtle or complex cause-effect relationships in virtually any passage</p>	<p><b>EL-11-DIU-S-2</b> Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition/support, description, classification, logical/sequential, deductive/inductive) to aid in comprehension.</p> <p><b>EL-11-IT-S-2</b> Students will use text structure cues (e.g., chronology, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential, deductive/inductive) to aid comprehension.</p> <p><b>EL-11-DCS-S-2</b> Students will analyze the organizational pattern used (e.g., description, sequence, cause/effect, compare/contrast, logical/sequential, problem/solution, proposition/support, deductive/inductive) and explain how effective it is in understanding the passage and meeting the author's purpose.</p>
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## Reading POS/CRS Alignment

### Strand 4—Meanings of Words (MOW)

College Readiness Standards	Kentucky Program of Studies
Score Range: 13-15	
Understand the implication of a familiar word or phrase and of simple descriptive language	<b>EL-6-FF-S-3</b> Students will use a variety of reading strategies to understand vocabulary and texts: apply word recognition strategies to determine pronunciations or meanings of words in passages.
Score Range: 16-19	
Use context to understand basic figurative language	<b>EL-9-FF-S-4</b> Students will use a variety of reading strategies to understand vocabulary and texts: interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and literary allusions based on context.  <b>EL-9-DIU-S-3</b> Students will explain the meaning of concrete or abstract terms, based on the context (e.g., “loaded” words, connotation, denotation).  <b>EL-9-DCS-6</b> Students will analyze the effectiveness of literary devices or figurative language in evoking what the author intended (e.g., picturing a setting, predicting a consequence, establishing a mood or feeling).  <b>EL-10-FF-S-4</b> Students will use a variety of reading strategies to understand vocabulary and texts: interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and literary allusions based on context.  <b>EL-10-DIU-S-3</b> Students will explain the meaning of concrete or abstract terms, based on the context (e.g., “loaded” words, connotation, denotation).  <b>EL-10-DCS-S-6</b> Students will analyze the effectiveness of literary devices or figurative language in evoking what the author intended (e.g., picturing a setting, predicting a consequence, establishing a mood or feeling).

Score Range: 20-23	
Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases and statements in uncomplicated passages	<p><b>EL-11-FF-S-3</b> Students will use a variety of reading strategies to understand vocabulary and texts: interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms, and literary and classical allusions based on context.</p> <p><b>EL-11-DIU-S-3</b> Students will explain the meaning of concrete or abstract terms, based on the context (e.g., “loaded” words, connotation, denotation).</p> <p><b>EL-11-DCS-S-6</b> Students will analyze the effectiveness of literary devices or figurative language in evoking what the author intended (e.g., picturing a setting, predicting a consequence, establishing a mood or feeling).</p>
Score Range: 24-27	
Use context to determine the appropriate meaning of virtually any word, phrase or statement in uncomplicated passages	<p><b>EL-11-DIU-S-3</b> Students will explain the meaning of concrete or abstract terms, based on the context (e.g., “loaded” words, connotation, denotation).</p>
Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases and statements in more challenging passages	<p><b>EL-11-FF-S-3</b> Students will use a variety of reading strategies to understand vocabulary and texts: interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms, and literary and classical allusions based on context.</p> <p><b>EL-11-DIU-S-3</b> Students will explain the meaning of concrete or abstract terms, based on the context (e.g., “loaded” words, connotation, denotation).</p>
Score Range: 28-32	
Determine the appropriate meaning of words, phrases or statements from figurative or somewhat technical contexts	<p><b>EL-11-DIU-S-3</b> Students will explain the meaning of concrete or abstract terms, based on the context (e.g., “loaded” words, connotation, denotation).</p>

Score Range: 33-36	
<p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases or statements in virtually any passage</p>	<p><b>EL-11-DIU-S-3</b> Students will explain the meaning of concrete or abstract terms, based on the context (e.g., “loaded” words, connotation, denotation).</p> <p><b>EL-11-FF-S-3</b> Students will use a variety of reading strategies to understand vocabulary and texts: interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms and literary and classical allusions based on context.</p>

## Reading POS/CRS Alignment

### Strand 5—Generalizations and Conclusions (GEN)

College Readiness Standards	Kentucky Program of Studies
Score Range: 13-15	
Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives	<p><b>EL-6-DIU-S-1</b> Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating, clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to or viewing literary and informational .</p> <p><b>EL-7-DIU-S-1</b> Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating, clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to or viewing literary and informational.</p> <p><b>EL-8-DIU-S-1</b> Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating, clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to or viewing literary and informational.</p>
Score Range: 16-19	
Draw simple generalizations and conclusions about people, ideas and more in uncomplicated passages	<p><b>EL-9-DIU-S-5</b> Students will make text-based inferences, state generalizations and draw conclusions based on what is read.</p> <p><b>EL-10-DIU-S-5</b> Students will make text-based inferences, state generalizations and draw conclusions based on what is read.</p>
Score Range: 20-23	
Draw generalizations and conclusions about people, ideas and more in uncomplicated passages	<p><b>EL-11-DIU-S-5</b> Students will make text-based inferences, state generalizations and draw conclusions based on what is read.</p>

Draw simple generalizations and conclusions using details that support the main points of more challenging passages	<p><b>EL-11-IT-S-1</b> Students will use comprehension strategies while reading, listening to, or viewing increasingly complex literary and informational texts</p> <p><b>EL-11-DIU-S-1</b> Students will use comprehension strategies (e.g., using prior knowledge, generating clarifying, literal and inferential questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts</p> <p><b>EL-11-DIU-S-5</b> Students will make text-based inferences; state generalizations; draw conclusions based on what is read</p>
Score Range: 24-27	
Draw subtle generalizations and conclusions about characters, ideas and more in uncomplicated literary narratives	<b>EL-11-DIU-S-5</b> Students will make text-based inferences; state generalizations; draw conclusions based on what is read.
Draw generalizations and conclusions about people, ideas and more in more challenging passages	<b>EL-11-IT-S-1</b> Students will use comprehension strategies while reading, listening to or viewing increasingly complex literary and informational texts.
Score Range: 28-32	
Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas and more	<b>EL-11-DCS-S-7</b> Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events, genres).
Score Range: 33-36	
Draw complex or subtle generalizations and conclusions about people, ideas and more, often by synthesizing information from different portions of the passage	<p><b>EL-11-DCS-S-7</b> Students will make comparisons and synthesize information within and across texts (e.g., comparing themes, ideas, concept development, literary elements, events, genres).</p> <p><b>EL-11-DCS-S-8</b> Students will evaluate arguments, interpret and analyze information from multiple sources; for example, synthesize arguments or claims to discover the relationship between the parts, understand induction and deduction, determine unstated assumptions.</p>



<p>Understand and generalize about portions of a complex literary narrative</p>	<p><b>EL-11-DIU-S-5</b> Students will make text-based inferences, state generalizations and draw conclusions based on what is read.</p> <p><b>EL-11-IT-S-1</b> Students will use comprehension strategies while reading, listening to or viewing increasingly complex literary and informational texts.</p>
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# Reading Test

## EPAS Test Breakdown

### Supplemental Information

**What does the Reading Test Measure?** The Reading Test measures the reading comprehension skills students have acquired in their courses prior to the test. “ACT determines the content of the Reading Tests by identifying the concepts and skills that are taught in classrooms nationwide and considered necessary for future academic success. Designed to simulate the types of reading tasks students encounter in their academic work and in life outside of school, the Reading Test measures students’ literal-level reading skills as well as their ability to make inferences, draw conclusions, generalize from specific data, and reason logically” (2005).

Reading Test		
EXPLORE	<b>EXPLORE Reading Test Design</b> —30 minutes to read 3 passages and answer 30 questions	
	<b>Passage Types (Informational and Literacy)</b>	<b>Percent of Questions</b>
	Prose Fiction	33%
	Humanities	33%
	Social Science	33%
PLAN	<b>PLAN Reading Test Design</b> —20 minutes to read 3 passages and answer 25 questions	
	<b>Passage Types (Informational and Literacy)</b>	<b>Percent of Questions</b>
	Prose Fiction	32%
	Humanities	36%
	Social Science	32%
ACT	<b>ACT Reading Test Design</b> — 35 minutes to read 4 passage and answer 40 questions	
	<b>Passage Types (Informational and Literacy)</b>	<b>Percent of Questions</b>
	Prose Fiction	25%
	Humanities	25%
	Social Science	25%
	Natural Science	25%

## Reading Strands

Main Idea and Author's Approach (MID)

Supporting Details (SUP)

Sequential, Comparative and Cause-Effect Relationships (REL)

Meanings of Words (MOW)

Generalizations and Conclusions (GEN)

## Reading Passage Types

Passages on the ACT come from four areas: prose fiction, humanities, social science and natural science. The reading passage descriptors below come from the ACT publication *Connecting College Readiness Standards to the Classroom for Language Arts Teachers/English* (2005).

**Prose Fiction**—questions are based on passages from short stories or novels

**Humanities**—questions are based on passages from memoirs and personal essays in the content areas of architecture, art, dance, ethics, film, language, literary criticism, music, philosophy, radio, television or theatre.

**Social Science**—questions are based on passages in anthropology, archaeology, biography, business, economics, education, geography, history, political science, psychology or sociology.

**Natural Science**—question are based on passages in anatomy, astronomy, biology, botany, chemistry, ecology, geology, medicine, meteorology, microbiology, natural history, physiology, physics, technology or zoology

## Text Complexity

ACT suggests that the ability to read complex texts is the best differentiation between group of students who are more likely to be ready for college-level reading and those who are less likely to be ready. Students' reading skills must develop over time, progressing to higher levels as they move from grade to grade. Table 1 reflects the different levels of text complexity.

Students need to read high-interest and challenging material to experience a range of text complexity within their school work. Students should read academically challenging text to gain proficiency, and teachers should explicitly scaffold rigorous text to make the material accessible for all students. Students who can master the skills necessary to read and understand complex tests are more likely to be college/workplace ready over than those who cannot.

**Table 1:** Characteristics of Text Complexity

Characteristic of Text	Uncomplicated	More Challenging	Complex
<b>Relationships</b>	Basic, straightforward	Sometimes implicit	Subtle, involved, deeply embedded
<b>Richness</b>	Minimal/limited	Moderate/more detailed	Sizable/highly sophisticated
<b>Structure</b>	Simple, conventional	More involved	Elaborate, sometimes unconventional
<b>Style</b>	Plain, accessible	Richer, less plain	Often intricate
<b>Vocabulary</b>	Familiar	Some difficult, context-dependent words	Demanding, highly context dependent
<b>Purpose</b>	Clear	Conveyed with some subtlety	Implicit, sometimes ambiguous

**Table 2:** Text Complexity Descriptors

Text Complexity Descriptor	Characteristics of Text
Uncomplicated	May be familiar, related to students' experiences, address concrete topics
More challenging	May be familiar to students, yet include some abstract ideas
Somewhat complex	May include abstract ideas, and address topics that are somewhat unfamiliar to students
Complex	May be unfamiliar to students and removed from their day to day experiences and address abstract, scientific or social issues

## Complex Text

### Characteristics of Complex Text as Defined by ACT

**Relationships:** Interactions among ideas or character in the text are subtle, involved or deeply embedded.

**Richness:** The text possesses a sizeable amount of highly sophisticated information conveyed through data or literary devices.

**Structure:** The text is organized in ways that are elaborate and sometimes unconventional.

**Style:** The author's tone and use of language are often intricate.

**Vocabulary:** The author's choice of words is demanding and highly context dependent.

**Purpose:** The author's intent in writing the text is implicit and sometimes ambiguous.

## **References**

ACT. (2005). *Connecting College Readiness Standards to the Classroom for Language Arts Teachers/English*.

## Additional Information about Text Complexity

Educators may be interested in exploring the topic of text complexity in more depth. Other researchers and national organizations also have described “Text Complexity” for instructional and assessment purposes. The information that appears below provides additional insight on the subject.

**Table 3: Factors that Interact to Influence Text Complexity (Hess)**

Factor	Examples
word difficulty and language structure	vocabulary and sentence type and complexity of words or structure
text structure	e.g., description, chronology, sequence/procedure, cause-effect, proposition-support, problem-solution, critique
discourse style	e.g., satire, humor
genre and characteristic features	e.g., prose, short story, poetry, historical fiction, memoir
background knowledge and/or degree of familiarity with content	e.g., historical, geographical, or literary references
level of reasoning required	sophistication of themes and ideas presented, abstract metaphors, etc
format and layout of text	how text is organized/layout, size and location of print, graphics and other book/print features
length of text	short, medium, long

### American Diploma Project

The American Diploma Project (ADP) indicates that students should engage with increasingly complex texts that represent important cultural, historical and societal themes and ideas. The degrees of text complexity are uncomplicated, more challenging, somewhat complex and complex. ADP categorizes texts as informational, persuasive and literary. Examples of texts are included in the descriptions of different degrees of complexity. For more detailed information, visit <http://www.achieve.org/node/956>.

## National Assessment of Educational Progress (NAEP) Reading Passages

NAEP assesses students in two broad categories of reading—literary and informational. Literary text includes fiction, literary non-fiction (e.g., essays, speeches, biographies, autobiographies and poetry). Informational text includes exposition, argumentation and persuasive text and procedural text and documents.

According to the NAEP *Reading Framework* Pre-Publication Edition, 2007, “Research on the nature of text and on reading processes has suggested that the characteristics of literary and informational text differ dramatically. For the most part, the research literature suggests that readers attend to different aspects of text as they seek to comprehend different types of text” (6).

To reach the goal of approximating actual reading experiences, NAEP reading passages are typical of those read by students every day. The passages are taken from authentic texts found in the environments of students in grades 4, 8 and 12. NAEP defines the criteria as:

- developmentally appropriate
- topic appropriateness
- language appropriateness
- fairness
- interest level
- reproducibility
- diversity among authors

NAEP 2008 determines text complexity as the complication of its arguments, the abstractness of its concepts and the inclusion of unusual points of view and shifting time frames. Passages range in difficulty from those that could be read by the least proficient readers (e.g., about 2nd-grade level in a 4th-grade class) to those that could be read by only the most proficient readers (e.g., possible 8th-grade level in a 4th-grade class), as determined by teachers in specific grades. Presently, NAEP does not use a conventional readability estimate; however, in 2009 two readability formulas will be used.

## References

American Diploma Project. <http://www.achieve.org>.

Hess, Karin, and Sue Biggam (2004). “A Discussion of Increasing Text Complexity.

National Assessment of Educational Progress. <<http://nationsreportcard.gov>>.